

WRITING ASSESSMENT EVALUATION

Grade Level _____

Student _____

Please circle one of the six categories below:

Holistic Evaluation for Beginning Writers

- 1 Experimenting** This writing includes some letters and letter shapes, with little organizational sense of connections between ideas, with no beginning or end. Pictures stand for words or phrases, with little or no sentence sense. Writer will have to interpret the picture and text for the teacher to understand it.
- 2 Emerging** Drawings show detail, and pictures are supported with some words. The writer is experimenting with beginnings and shows evidence of sequencing but no endings. The writer shows some sense of individual voice, with recognizable words used correctly and an attempt at simple sentences. Semi-phonetic spelling is understandable, with some upper/lower case letters, writing left to right, and random punctuation.
- 3 Developing** A story is attempted, and the illustration supports the writing, with limited transitions, a beginning but no end. The writer expresses some predictable feelings about the topic; words are general but might not always fit; sentences are simple and all begin the same way. With conventions, the writer still uses some phonetic spelling, capitals at the beginnings of sentences and end punctuation, but makes no attempt at paragraphing.
- 4 Capable** The writing tells a story or makes a point, and illustrations enhance the writing, with clear beginnings and some attempt at endings and logical sequencing. The writer attempts a unique point of view, with correct, specific and some descriptive words. The writer attempts complex sentences and some varied beginnings. Spelling for the most part is correct, with correct beginning and end punctuation, correct subject/verb agreement and an attempt at paragraphing.
- 5 Experienced** Writing makes a point with details on topic but not always original. It is easy to follow the organization with some difference between important and unimportant ideas. The writer shows some risk and personal commitment to the topic, with fewer clichés and some attempt at figurative language. Sentences vary and are sometimes creative, and most words are spelled correctly with the writer showing control over standard grammar and usage.
- 6 Dynamic** Writing is original with topic focused and one clear idea developed well. The opening attracts and sequencing enhances the story. Point of view is evident and shows the writer cares about the topic. Precise words create vivid images, and the writer avoids clichés or repetition. Sentences vary and display a natural rhythm, and the writer shows control over spelling, basic punctuation, indentations to show paragraphs, and standard grammar.

Please make comments about one trait done well and one trait needing improvement.

Ideas

Comments:

Organization

Comments:

Word Choice

Comments:

Voice

Comments:

Fluency

Comments:

Conventions

Comments:

Elementary-level R.A.F.T.S. Prompts for Writing Assessment

Dorothea M. Susag (2011)

Kindergarten Prompt:

Close your eyes and see the playground at your school. Draw a picture, name your favorite piece of equipment on the playground, and write up to three sentences describing the equipment and why it is your favorite. You may put yourself and other children in the picture. Oral prompts might include: Who else is with you and what do you hear as you play? What color is it and how does it feel when you touch it and play on it? Why is it so much fun?

First Grade Prompt:

Write a letter to your parents persuading them to let you have a favorite pet. Name and describe the pet and explain what you would do to help take care of the pet. We are looking for 4-5 sentences with this response.

Second Grade Prompt:

Write a persuasive letter to a second grader who might move to your town or community. In two paragraphs, describe your classroom and then give three reasons why the child should enroll in your second-grade class and school. Oral prompts might include: what do you learn in second grade that is important for children to know?

Third Grade Prompt:

Think of a time that you really enjoyed spending with a good friend. What was it about the time that has created a good memory for you? Write a narrative letter telling the story to your grandparents describing all the wonderful things you did. Start at the beginning of the special time you spent with your friend describing in order what happened. Tell about the events, the places, other people, and the feelings you experienced. Conclude with a comment about why this friend so special to you.

Length: 3 paragraphs

OR

The mayor of Great Falls recently made the following statement: "It always strikes me as a terrible shame to see young people spending so much time staring at television. If we could unplug all the TV sets in America, our children would grow up to be healthier, better educated, and more independent human beings." The *Great Falls Tribune* wants to print the four best student responses to the mayor's statement. Write a persuasive paper explaining why you think it is (or is not) a good idea to turn off all the TVs. Give specific reasons why you think that way.

Fourth grade prompt:

You have been learning in school about how people can be healthier. The doctors in your community are writing a book about things children can do to be healthy. They want suggestions from students about what people should and should not do to keep their bodies healthy. Write an informative letter to a doctor at your local clinic explaining what you think you should do to stay healthy.

OR

Your newspaper is offering a prize for the "Best Relative of the Year". Think about which one of your relatives should win this prize. This relative could be a parent, grandparent, sister, brother, aunt, uncle, or cousin. Think about the reasons your relative could win the prize and why he or she is the best. How will you persuade the judges to give your relative the award for the year? Write a persuasive letter to the paper with three reasons why your relative is qualified to be the winner. Use facts, quotes of what the relative says, descriptions of what the relative does, and how the relative makes you feel.

Length: 4 paragraphs